

WRIGHT COLLEGE  
Classroom Assessment Supportive Form

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| <b>Faculty Name:</b>       | Erika Nadas |
| <b>Program/Discipline:</b> | CIS         |
| <b>Date:</b>               | 9/23/08     |

| Classroom Effective Practice(s)   |   |
|---|---|
| <p><b>Evidence</b></p> <p>Discuss the rationale for implementing the best practice(s)/assessment tool(s).</p>   | <p><b><i>This tool serves as review of the previous week's topics and also gives the student a possible study guide for the exit exam. In addition, it tries to motivate the students to come to class and to come on time.</i></b></p>   |
| <p><b>Intended Goal(s)/Student Learning Outcome(s)</b></p> <p>List and number each measured goal/outcome.</p>   | <ol style="list-style-type: none"> <li>1. Has the student learned the vocabulary/concepts from the previous class</li> <li>2. Notifies the instructor that students are missing some needed knowledge</li> </ol>  |
| <p><b>Assessment Process</b></p> <p>Address the following questions:<br/> <b>What</b> approach is used?<br/> <b>Why</b> is this process selected?<br/> <b>How</b> is student learning measured?</p> | <p>Once a week, I administer a three question multiple-choice quiz (with students simply circling the correct answer). The quiz is given in the first 15 minutes of class, with no makeup. (Students can pick up a quiz not taken for study guide, but no points will be given). Each student's top five scores count into the final grade. There are 12 quizzes for the semester.</p>  |
| <p><b>Criteria for Success</b></p> <p>For the goal(s)/outcome(s) listed above, identify the criteria used to determine success.</p>   | <p>Students get the graded quiz back the following class period, with the correct answers marked. This ensures that when they use the quiz as a study guide, they are studying the correct answers. Answers are also discussed in class immediately after all the students complete and submit their quizzes.</p>   |
| <p><b>Summary of Results and Analysis of Data Collected</b></p> <p>What were the results/observations of the assessment process?</p> <p>What was learned from the results?</p>                      | <p>More students come to class on time, and students who are in class for the quizzes generally do well on the exit exam.</p> <p>As an aside, I found that students do better circling the correct answer than they do transferring the answer to a scantron answer sheet. The stress level is higher and the possibility of error is greater. Also, students have demonstrated even better results when I administer the quizzes on colored paper rather than white. (Informal tally/observation, not controlled study).</p> |